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BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

LIBRARY CHOICES OF
INTERMEDIATE GRADE PUPILS

Submitted by
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(B.S. Ed. Salem Teachers' College, 1936)

In partial fulfillment of requirements for
the degree of Master of Education

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Gift of M. L. O'Toole
School of Education
May 29, 1947
28145

ACKNOWLEDGEMENT

I wish to express my appreciation to Dr. Donald D. Durrell, Dean of the School of Education, Boston University, for his help in planning and carrying out this study.

I also wish to thank Miss Ruth Hazelton, children's librarian, for her cooperation in making this study possible.

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difficult to measure or estimate
the amount of damage to
the body. In addition, it is
impossible to determine
the exact cause of death.

Accidental death statistics also show
an increase in all causes except
old age. (1) Accidental deaths
have increased at all ages.

Accidental deaths are often
caused by

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GRAPH	E	Per Cents of Books of Biography and Autobiography Read by Oldest and Youngest.
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the first time I have seen it. It is a
large tree, with a trunk about 10 feet in
diameter, and a height of 40 or 50 feet.
The bark is smooth and greyish, with
occasional lenticels. The leaves are
large, elliptical, and pointed at the tip,
with serrated edges. The flowers are
white, with five petals, and are produced
in clusters along the branches. The fruit
is a small, round, yellowish-orange
berry, with a single seed inside.

CHAPTER I

STATEMENT OF PROBLEM

AND REVIEW OF RELATED RESEARCH

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CHAPTER I
STATEMENT OF PROBLEM
AND REVIEW OF RELATED RESEARCH

PROBLEM:

The purpose of this study was to make a survey of the types of books voluntarily chosen in a public library by pupils in Grades four, five, and six.

This investigation is set up in an attempt to answer the following questions:

1. What types of library books are chosen most frequently by boys and girls in Grades four, five, and six?
2. What is the influence of sex on the type of book selected?
3. How does chronological age affect the type of book selected?
4. What is the influence of mental age on the type of book selected?
5. What is the influence of reading level on the type of book selected?

1880-1881

WILSON'S SPARROW

BUCHANAN'S SPARROW

1880-1881

Several species of sparrows around the northern lakes
and along the coast of Oregon and California, and
possibly elsewhere, are very similar in coloration and
habits, and may possibly be conspecific.

BUCHANAN'S SPARROW. - 1881

A small sparrow, about 5 inches long, with

yellow crown, black chin and throat, and
black breast, becoming yellowish on the sides.

See also (1881)

The name given by Gmelin to a bird which he
described from a specimen collected in

The following description will be found to apply to
Gmelin's bird.

With whitish forehead, black chin and throat,
and yellow breast, becoming yellowish on the sides.

It is difficult to decide whether this bird is a
subspecies of the Wilson's Sparrow or a distinct

The importance of determining pupils' reading interests in reading materials has long been recognized. Surveys and research studies to determine these interests can be divided into four main types:

1. Questionnaires filled out by pupils
2. Reading materials submitted to pupils for a choice or grading
3. General surveys of the kinds of books pupils read, buy, and loan to other pupils
4. Library surveys to determine the types of books pupils borrow.

^{1/}
During the school year 1926-27, Lancaster submitted a questionnaire ballot to 4,469 pupils in Illinois. He found that of the fifty-four most popular books, thirty-four were general fiction; thirteen were fairy tales and fables; four were animal fiction; one was a geographical reader; and two were historical narratives. He concludes:

It is clear that the children sought ^{2/} amusement rather than instruction in their reading.

Using the same method of pupil questionnaire,

^{1/} Thomas J. Lancaster, "A Study of Voluntary Reading Interests of Children in Grades IV to VIII," Elementary School Journal, 28:525-537, March, 1928.

^{2/} Ibid., p. 528.

which had been used in previous years.

It will not be surprising to find, in consequence of
such a long absence, a number of changes have taken

place in the Church, and in other parts of

the town, during the period of my absence.

With regard to the former, we have not

suffered in any way.

On the contrary we will see the progress

of our Society, and our Church, under

the influence of the good people

who have been here during my absence.

With regard to the latter, we have not

suffered in any way, and I am sure you will be pleased to hear that the
people here are as good as ever, and that the town is in

as good a condition as it was when I left. The people here are as good as ever,
and the town is in as good a condition as it was when I left.

The people here are as good as ever,
and the town is in as good a condition as it was when I left.

The people here are as good as ever,

and the town is in as good a condition as it was when I left.

The people here are as good as ever,
and the town is in as good a condition as it was when I left.

3/ Johnson reported data regarding the out-of-school reading interests of 1,856 boys and girls in Duluth. He found that girls read more than boys, but boys spent more time reading magazines and newspapers. Boys were more interested in adventure, while girls preferred books about home, school and children. A number of the most popular authors were those whose books were also favorites thirty to fifty years previously. Over 80% of the pupils who participated in this study used the public libraries.

4/ Winkler, polling the newspaper reading interests of 2,863 pupils, from first grade through high school, found that the trend of interest among boys was definitely toward material connected with the world outside and critical comment upon it. The interests of girls seemed personal and subjective, romantic and emotional.

5/ The findings of Broening, from a voluntary questionnaire carried on in public libraries in Baltimore, indicate the same trends. The following list shows the per

- 3/ B. Lamar Johnson, "Children's Reading Interests as Related to Sex and Grade in School," The School Review, 40:257-272, April, 1932.
- 4/ Marian Lee Winkler, "The Newspaper Reading Interests of Children," Unpublished Master's Thesis, Boston University. Boston, 1934.
- 5/ Angela M. Broening, "Factors Influencing Pupils' Reading of Library Books - A Baltimore Book Survey," Elementary English Review, 11:155-158, June, 1934.

and the first time I have seen it. It is a very
handsome tree, with large spreading branches. The
leaves are large and dark green, and the flowers are
large and showy, with a strong fragrance. The
tree is very tall and straight, and its trunk is
very thick. The bark is smooth and light brown.
The wood is very hard and durable, and is
used for making furniture and other household
articles. I have never seen any other tree
that is so beautiful and useful.

There is a small stream flowing near the
house, and there are many fish swimming in it.
I have seen several different kinds of fish,
including trout, salmon, and bass. There are also
several ducks and geese swimming in the stream.
The water is clear and cold, and the air is
fresh and invigorating. I have never been
so happy as I am now, living in this beautiful
place.

I have just finished reading a book
about the history of the world, and I found it
very interesting. It tells about all the
different civilizations and their histories.
It also talks about the different religions
and philosophies that have been developed
over the centuries. I learned a lot from
reading it, and I would recommend it to
anyone who is interested in history or
philosophy.

I have just finished reading a book
about the history of the world, and I found it
very interesting. It tells about all the
different civilizations and their histories.
It also talks about the different religions
and philosophies that have been developed
over the centuries. I learned a lot from
reading it, and I would recommend it to
anyone who is interested in history or
philosophy.

cent of pupils who favored each category of books as a first choice:

Adventure, 47%

Fairy Story, 26%

Make and Do Things, 24%

Funny Book, 22%

Real Person, 13%

True Event, 9%

Animal, 8%

Home or School, 7%

Travel, 6%

Everyday Wonder, 3%

From the intensive and careful investigation of
6/ Lazar, a number of findings are pertinent to this study. She found that the two main trends in types of books were popular juvenile series and standard children's classics. Girls showed interest in boys' books, but boys showed little interest in girls' books. Girls who read boys' books were chiefly bright girls; but boys who read girls' books were chiefly dull boys. Titles of fairy tale books were mentioned more often by dull children than by the bright or average. An analysis of the reasons for the popularity of the series books showed that children liked them chiefly because of elements of adventure, action, excitement, and thrills.

6/ May Lazar, Reading Interests, Activities and Opportunities of Bright, Average, and Dull Children. New York: Bureau of Publications, Teachers' College, Columbia Univ. 1937, 127 pp.

Biographies, essays, and accounts of personal experience were read by only a small percentage of the pupils.

The pupil population in Zeligs' ^{7/} study is similar in several respects to the population used in this investigation. Hence her findings are significant. From reports on the voluntary reading of three hundred twenty-five pupils in the upper seventy-five per cent of the sixth grades in a Cleveland suburb, she found that boys' and girls' reading interests differ. Boys showed no interest in girls' books, but girls enjoyed books written for either sex.

Findings in agreement, for the most part, with those in the aforementioned studies, come from an investigation ^{8/} by Witty and Coomer. They write:

A perusal of the favorite titles of the intermediate grades (four through six) reveals the gradual maturing of the tastes of these boys and girls. Donald Duck and Mickey Mouse persist as favorites, but they fall back in rank to give place to Lassie Come Home, Mr. Popper's Penguins, Black Beauty, and Silver Chief. ^{9/}

As in previous studies, they found poetry at the

- 7/ Rose Zeligs, "What Sixth Grade Children Are Reading," Elementary English Review, 14:257-262, November, 1937.
- 8/ Paul Witty and Ann Coomer, "Children's Choices of Favorite Books, A Study Conducted in Ten Elementary Schools," Journal of Educational Psychology, 37:266-278, May, 1946.
- 9/ Ibid., p.267.

and I am not sure if it is possible to do this without
some kind of replacement. I have to agree with you

about the "Myself" section. I am not
sure how best to deal with this, but I believe it needs to
be done. I think the first step would be to have a
short summary of your own personal history and
background. This does not need to be very detailed,
but it should give the reader some idea of your background
and what you have experienced.

I also think that you should include a short
section about your family and your relationships with them.
This will help the reader understand your perspective

on things. I would also suggest including a
short section about your education and work
experience. This will help the reader understand
your qualifications and why you are applying for
the position.

Finally, I would suggest including a short
section about your hobbies and interests. This will help

the reader understand your personality and why you
are a good fit for the company. I hope this helps!

bottom of the list of favorites:

Only one book of poetry, Little Brown Baby, received enough votes to appear in the composite list of favorites. The bulk of votes for this book came from a large Negro school in Chicago. 10/

From the composite findings of their study, Witty and Coomer conclude:

In the balanced reading program of the modern school, it is recognized that the child's choice of reading materials is an important consideration. This study has made it clear that children are characterized by wide and varied interests which lead them to choose a rich and varied assortment of books in many fields. Accordingly, the modern teacher will require access to varied materials if interests are to be satisfied and directed through reading into proper channels.11/

A summary of the findings of all of these questionnaire surveys indicate differences between the reading interests of boys and girls. Girls read books of interest to boys, but boys do not read girls' books. Stories of adventure, action, and mystery are top favorites, while poetry falls near the bottom.

The second type of investigation in this field has been to submit reading material to children, having them indicate their preferences. An outstanding study of this type was carried on by Gates, Peardon, and Sartorious. 12/ The reading

10/ Ibid., p.269.

11/ Ibid., p.277.

12/ Arthur I. Gates, Celeste Comegys Peardon and Ina Craig Sartorious, "Studies of Children's Interests in Reading," Elementary School Journal, 31:656-670, May, 1931.

material presented to the children was of two types, narrative and informative. They found that:

... informative selections of the types chosen from available material during the period 1925-30 when read to, or read by, children under the conditions of the experiment, are preferred by pupils in the first three grades about three times out of ten in comparison with narrative selections.13/

As a partial explanation of this they say:

In this study the uses made of the informative materials were not extensive ... It is a matter of keen regret that the follow-up activities to which each of the types led were not accurately determined and appraised ... It would seem that, when an activity or project is under way, information related to the project and capable of promoting it would reach its maximum in interest, intelligibility, and utility. 14/

The third type of investigation in this field has been a general survey to determine pupils' reading interests.

15/ In Hockett's study, five hundred boys and girls in "Z-sections" of grades four, five and six kept lists of books they had read, indicating those they liked best. From the composite list, the one hundred most frequent titles were chosen and submitted to four hundred "Z-section" pupils in different schools. These pupils checked the titles of the books they had read, and indicated those they liked best. Hockett found

13/ Ibid., p. 657

14/ Ibid., p. 668

15/ John A. Hockett, "Reading Interests of Z-Section Pupils," Elementary School Journal, 36: 26-39, September, 1935.

the first time in 1960 and in 1961 the following
table gives the results.

Table 2. Results of the 1961 survey.
The 1961 survey was conducted during April, May and June. The total
area surveyed was 1000 ha. The area surveyed
was divided into 100 plots of 10 ha each. The
plots were randomly distributed over the area.
The following table gives the results of the 1961 survey.

Table 3. Results of the 1961 survey. The 1961 survey

was conducted during April, May and June. The total

area surveyed was 1000 ha. The area surveyed

was divided into 100 plots of 10 ha each. The

plots were randomly distributed over the area.

The following table gives the results of the 1961 survey.

Table 4. Results of the 1961 survey. The 1961 survey

was conducted during April, May and June. The total

area surveyed was 1000 ha. The area surveyed

was divided into 100 plots of 10 ha each. The

plots were randomly distributed over the area.

The following table gives the results of the 1961 survey.

Table 5. Results of the 1961 survey. The 1961 survey

was conducted during April, May and June. The total

area surveyed was 1000 ha. The area surveyed

was divided into 100 plots of 10 ha each. The

plots were randomly distributed over the area.

The following table gives the results of the 1961 survey.

Table 6. Results of the 1961 survey. The 1961 survey

was conducted during April, May and June. The total

area surveyed was 1000 ha. The area surveyed

was divided into 100 plots of 10 ha each. The

plots were randomly distributed over the area.

The following table gives the results of the 1961 survey.

Table 7. Results of the 1961 survey. The 1961 survey

was conducted during April, May and June. The total

area surveyed was 1000 ha. The area surveyed

was divided into 100 plots of 10 ha each. The

plots were randomly distributed over the area.

strong sex preferences. He attempted to determine the characteristics that made certain books popular, and found they coincided closely with Gates' findings. Gates presented the following fourteen qualifications of books which appeal to children:

1. Animalness: degree to which animals appear and participate.
2. Moralness: degree to which the selection teaches a moral lesson; gives example of moral behavior, etc.
3. Verse form: degree to which the selection resembles verse form.
4. Poeticalness of thought: degree of real poetic character or feeling apart from mere verse form.
5. Liveliness: degree of action, movement; degree to which things happen.
6. Narrativeness: degree to which selections purport to tell a story.
7. Humor: how funny or amusing.
8. Repetition: repetition of ideas, either in the same or different words.
9. Realism: degree to which events and characters are lifelike.
10. Fancifulness: unreal or imaginary in character.
11. Plot: degree to which selection has a sustained plot.
12. Familiar experience: degree to which things and events are familiar.
13. Surprise: unexpected turn of events or conversation.

16/ Arthur I. Gates, Interest and Ability in Reading, New York:
17/ The Macmillan Company, 1931. 264 pp.
Ibid., pp. 71-72.

14. Conversation: degree to which conversation is given verbatim.

18/

Like Hockett's survey, Brumbaugh's was a general survey, including interviews with parents, librarians, salesmen in book stores, and the checking of book sales in Five and Ten Cent Stores. She found that, while children care little for literary style, they enjoy dramatic action, humor and adventure. Books that featured recent motion pictures were popular. Salesmen in book stores reported that mystery, romance, adventure, travel and invention sold in this order.

The fourth and final type of survey in this field has been library surveys, or inventories of the types of books children borrow from libraries.

19/

Jordan took an inventory of the children's books in several New York City public libraries, listed the books which were borrowed frequently, talked with librarians and children, and observed the books children read in the library as well as those they borrowed. Among his findings are the following data:

20/

18/ Florence Brumbaugh, "Children's Choices of Reading Materials," Elementary English Review, 16:226-228, October, 1939.

19/ Arthur M. Jordan, Children's Interests in Reading, New York: Bureau of Publications, Teachers' College, Columbia University, 1921, 143 pp.

20/ Ibid., pp. 128-129.

1. The interests of boys and girls in reading are very dissimilar.
2. The major interests of boys from 10 to 13 years in reading are included in four general types of fiction:
 - (a) Books concerned with war and scouting,
 - (b) Those concerned with school and sports,
 - (c) Those concerned with the Boy Scouts,
 - (d) Those concerned with strenuous adventure.
3. Interests of girls are primarily concerned with fiction which portrays:
 - (a) Home, 73 per cent,
 - (b) Home and School, 19 per cent,
 - (c) School, 15 per cent,
 - (d) Fairy stories, 16 per cent,
 - (e) Miscellaneous, 10 per cent.

The most minutely detailed of all the investigations reviewed in this chapter was carried on by Fediaevsky ^{21/} at the Institute of Out-School Work in Moscow. A library record of each child borrower included the following information: name, age, sex, social position; literal records of the child's requests for books; notes on the child's opinion of the books he read; notes concerning the child's use of the book and the material in it; and, finally, notes on the child's reactions as he listened to stories read aloud. The investigator ^{22/} concludes:

21/ Vera Fediaevsky, "Methods of Studying Children's Interests in Reading," Elementary English Review, 4:3-15, January, 1927.

22/ *Ibid.*, p. 14.

It is interesting to note that the results of our researches made in totally different conditions, i.e., in another country, among children of another race and by other methods, coincide very often with the results of the intensive American researches on this subject. For instance:

1. We also note the difference between boys' and girls' literature interests.
2. The books noted in the "Winnetka Graded Book List" and by the "Children's Reading" as those preferred by children are, translated into Russian, also found to be favorites of Russian children.

23/

The author further states:

The fact of this coincidence proves that there are elements in books which appeal to every child of a certain age, and that there are laws in children's reading interests which we can study and which we must know.

The last investigation to be reviewed here, and the one most similar to this research is that made by Campbell in Larchmont, New York. Of the seven hundred fifty-three children using the library, those eleven years of age led in registration. Fiction, biography, and fairy tales were the types of books preferred. The author concludes:

In general, the problems of one library are similar to those of another. It follows then that as soon as the reading habits of children in a number of libraries have been checked, the results should help the teacher, the school librarian, and the children's librarian, wherever they may work, in their effort to create a love of reading ...

23/ Ibid., p. 15.

24/ Clara Evelyn Campbell, "A Research Problem in Children's Reading," Elementary English Review, 6:1-2, January, 1929.

25/ Ibid., p. 2.

and the first time I saw it I was very much impressed by its beauty. It is a small tree with a slender trunk and a spreading crown. The leaves are small and pointed, and the flowers are white and fragrant. The fruit is a small, round, yellowish-orange berry. The bark is smooth and greyish-brown. The wood is light-colored and very soft. The tree grows well in warm, moist soil, and it is quite hardy. It is a popular ornamental tree in many parts of the world.

The small tree has a spreading crown and a slender trunk. The leaves are small and pointed, and the flowers are white and fragrant. The fruit is a small, round, yellowish-orange berry. The bark is smooth and greyish-brown. The wood is light-colored and very soft. The tree grows well in warm, moist soil, and it is quite hardy. It is a popular ornamental tree in many parts of the world.

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After reviewing the available studies in the field of children's reading interests, this investigator found that there were no studies of the particular type she wished to make.

As stated previously, the purpose of this study is to survey the types of books voluntarily chosen in a public library by pupils in Grades four, five and six; and to compare the types of books chosen with the pupils' age, sex, mental age, and reading level.

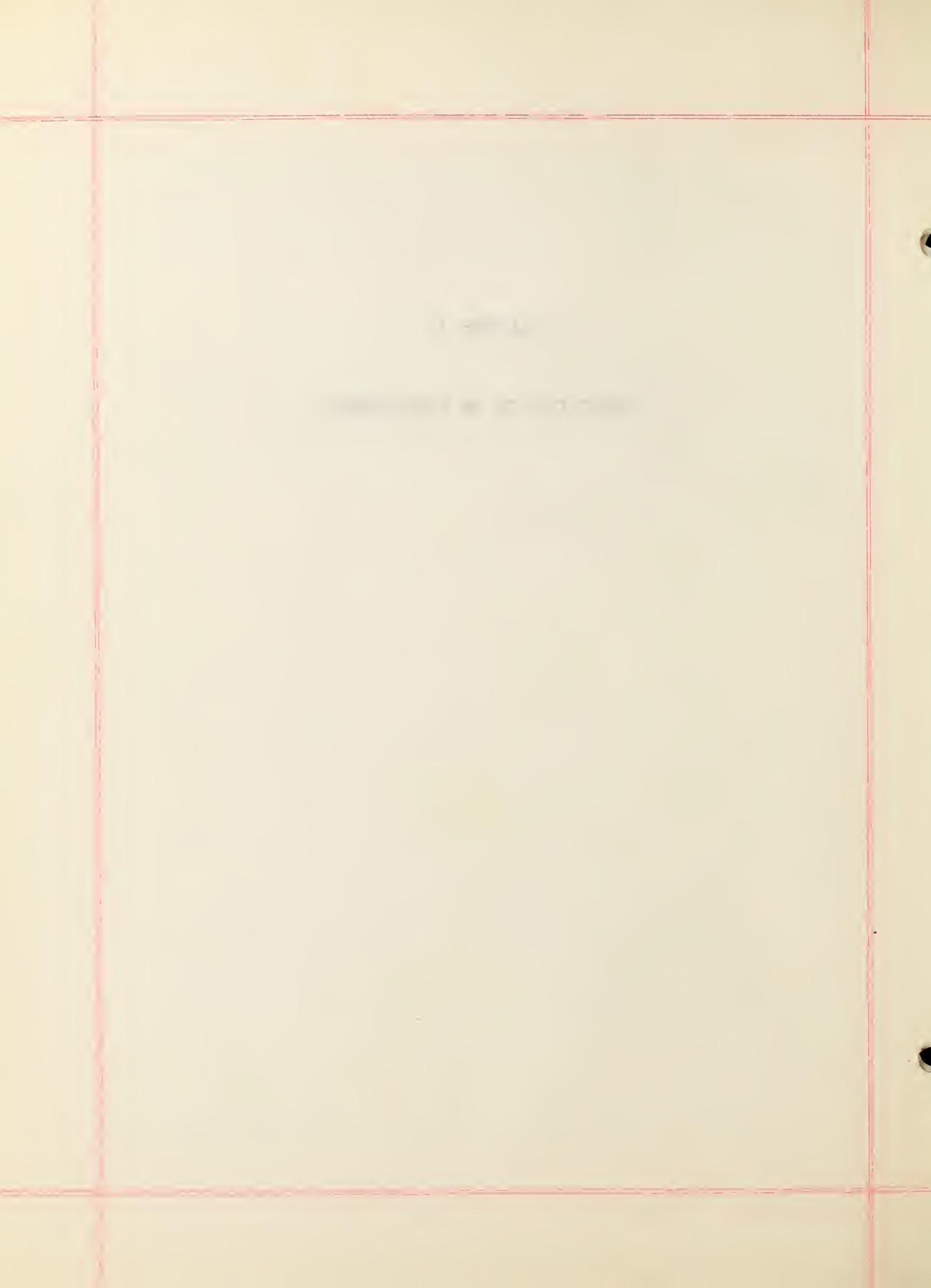
and the government's role in the economy. The
two main approaches are the command and control approach
in which the state makes decisions about the economy or more gently

(1987)

the market approach where the government guides the
economy through fiscal policy and monetary policy
and the third approach is the mixed economy which
uses both market and state intervention to regulate the economy.
Overall, you will find that there are three main types of economy.

CHAPTER II

DESCRIPTION OF EXPERIMENT



CHAPTER II

DESCRIPTION OF EXPERIMENT

As stated in Chapter I, the purpose of this study is to survey the types of books voluntarily chosen in a public library by pupils in Grades four, five, and six.

DESCRIPTION OF PUPIL POPULATION AND PUBLIC LIBRARY:

The pupils whose library choices are surveyed in this study attend a public, elementary school in suburban Boston. The economic standing of this residential community is above average. Of the 167 pupils in the survey, only two come from families where a foreign language is spoken.

The public library in this community is close to the school. This library has a permanent collection of 2500 juvenile books, and a constantly changing loan collection of 200 children's books. Each class in the school visits the library weekly with the teacher during school hours for a period of free reading. During this weekly period, the teacher and the librarian are available to answer questions, help locate books, aid in the use of reference material, and give advice when requested. However, there is no compulsion of any kind, and pupils are free to read what they choose. Most of the pupils use this period to return books to the library and select others for home reading. During the last fifteen

minutes of each period, the librarian reads to the class.

DESCRIPTION OF SURVEY:

For a period of six consecutive weeks a record was kept of all the books voluntarily chosen and taken home by 167 pupils in Grade four, five, and six. Of the total juvenile circulation of 2073 library books for the six-weeks period, 1019 books were taken home by the 167 pupils in the survey.

The following categories were used in classifying the books:

1. Mystery and Adventure
2. Mythology, Fable and Fairy Tales
3. Animal Stories
4. History and Travel - Other Lands and People
5. Biography and Autobiography
6. Science and Mechanics
7. Sports and Hobbies
8. Poetry, Music, Fine Arts

The pupils did not know that this survey was being conducted, so it may be assumed that this survey presents a normal sampling of their library choices both in number and in type of books.

The ages of the children ranged from nine to twelve. A frequency table of ages is given on the following page.

and the other side of the country, and the other side of the world.

THE HISTORY OF THE UNITED STATES

The history of the United States is the history of a country which has emerged, and still remains, from the long past. The country itself, which is the result of all the past, is the object of study. The United States is a country which has emerged, and still remains, from the long past. The country itself, which is the result of all the past, is the object of study.

The history of the United States is the history of a country which has emerged, and still remains,

from the long past.

THE HISTORY OF THE UNITED STATES

TABLE I
 AGE FREQUENCY DISTRIBUTION OF CHILDREN
 IN GRADES IV, V, AND VI

AGE	Grade IV		Grade V		GRADE VI			TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
9	17	25	4					46
10	5	5	25	22	1	1	59	
11			4	5	20	28	57	
12					1	4	5	
TOTAL	22	30	33	27	22	33	167	

The age of the greatest number of children is ten years. Eleven is the age having the next greatest number. The range of this table is from nine to twelve years of age.

the author's own personal writing and photographs
and drawings from all over the world, which will
give the reader a picture of the author's life.

CHAPTER III

ANALYSIS OF DATA

CHAPTER III

ANALYSIS OF DATA

INTRODUCTION

In this chapter the investigator considers the interpretation of the survey's findings and their implications in regard to sex, chronological age, mental age, and reading level.

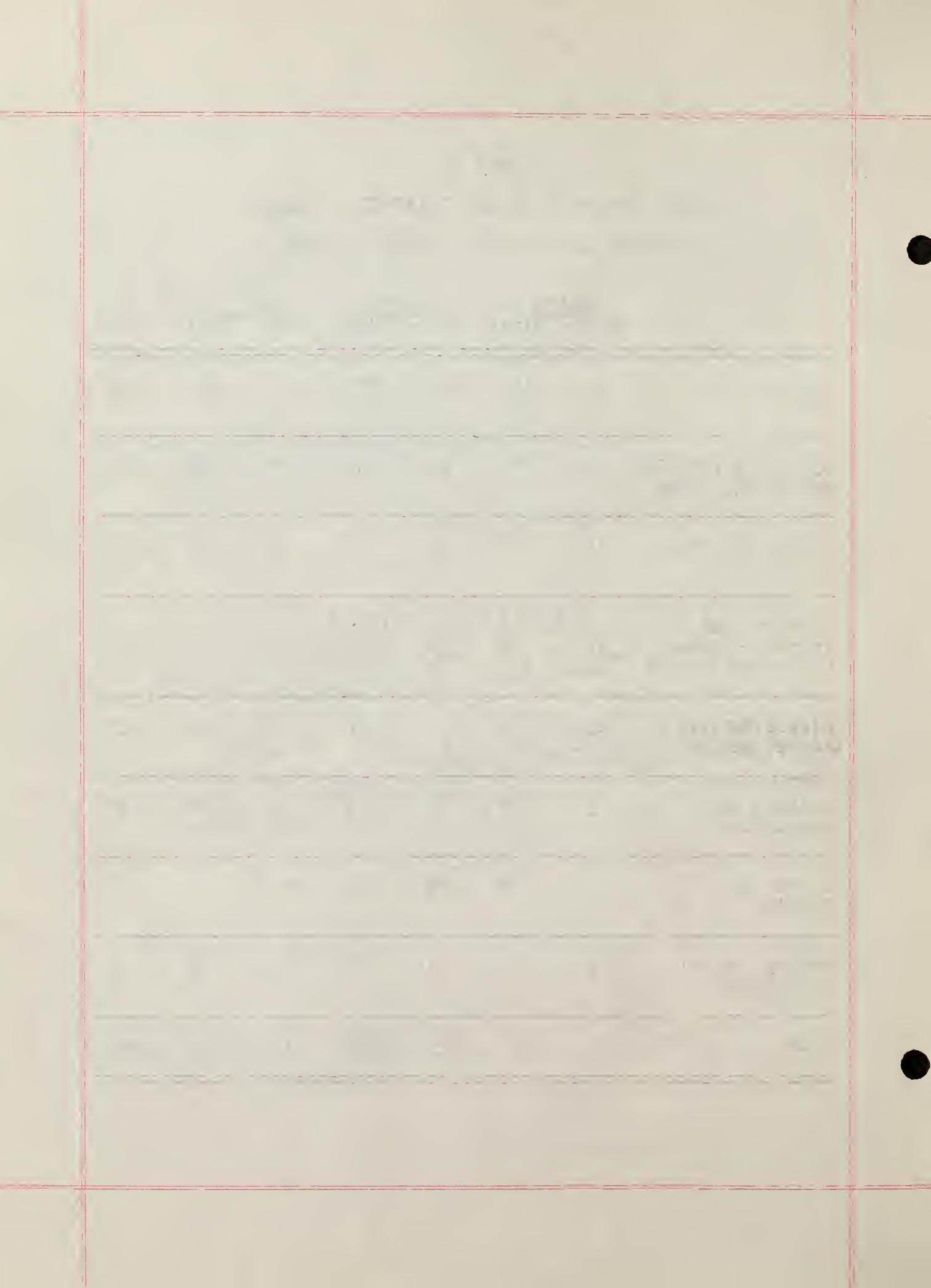
In arriving at conclusions, choices were first tabulated according to grade level and sex under the following categories:

1. Mystery and Adventure
2. Mythology, Fable, and Fairy Tales
3. Animal Stories
4. History and Travel - Other Lands and People
5. Biography and Autobiography
6. Science and Mechanics
7. Sports and Hobbies
8. Poetry, Music, Fine Arts

The table on the following page shows the total number of books in each of the above categories read by 77 boys and 90 girls in Grades Four, Five, and Six during the 6-week period of the survey.

TABLE II
TOTAL NUMBER OF BOOKS SELECTED IN EACH
CATEGORY ACCORDING TO GRADE AND SEX

	GRADE 4		GRADE 5		GRADE 6		Total
	Boys	Girls	Boys	Girls	Boys	Girls	
Mystery and Adventure	68	103	85	121	63	121	561
Mythology, Fable and Fairy Tales	9	27	16	49	7	47	155
Animal Stories	14	15	42	40	4	24	139
History and Travel - Other Lands and People	12	5	9	20	1	1	48
Biography and Autobiography	25	1	6	8	5	10	55
Science and Mechanics	5	0	7	0	7	0	19
Sports and Hobbies	3	0	20	6	11	0	40
Poetry, Music, Fine Arts	1	1	0	4	0	2	8
Total	137	152	185	248	98	205	1025



To interpret further the data in Table II, the per cent of the total number of books selected in each category was determined. It will be noted from Table III that more than half the books selected were stories of mystery and adventure. Stories of animals together with mythology, fables, and fairy tales constituted about thirty per cent of the total number. The sum of the per cents of the last five categories constituted sixteen per cent of the total number.

TABLE III
NUMBER AND PER CENT OF
CHOICES IN EACH CATEGORY

	No.	Per Cent
1. Mystery and Adventure	561	55
2. Mythology, Fable, and Fairy Tales	155	15
3. Animal Stories	139	14
4. Biography and Autobiography	55	5
5. History and Travel	48	4
6. Sports and Hobbies	40	4
7. Science and Mechanics	19	2
8. Poetry, Music, Fine Arts	8	1

the first place, because we were not prepared to
face the difficulties involved in the adoption of such a policy.
The 1933-34 Act was introduced from the Government
and it was adopted by the House of Commons on 22nd October 1933.
It was not until 1935 that the Government
introduced the new act, which was adopted by the House of Commons
on 29th November 1935 and the Senate on 20th December 1935.
The new act was introduced by the Government

in 1936 and adopted by the House of Commons on 29th March 1937.

The new act was introduced by the Government

in 1937 and adopted by the House of Commons on 29th March 1938.

The new act was introduced by the Government

in 1938 and adopted by the House of Commons on 29th March 1939.

The new act was introduced by the Government

in 1939 and adopted by the House of Commons on 29th March 1940.

The new act was introduced by the Government

in 1940 and adopted by the House of Commons on 29th March 1941.

CHOICES ACCORDING TO SEX DIFFERENCES

In order to answer the question of who reads more, boys or girls, and in order to interpret statistically the data in Table II, the following eight tables were constructed, one for each category of choices.

TABLE IV
COMPARISON OF BOYS' AND GIRLS' CHOICES OF BOOKS
OF MYSTERY AND ADVENTURE

No.	Mean	Standard Error of Mean	Diff. of Mean	Standard Error of Mean	Diff.	Critical Ratio
Boys	77	2.805	.268	1,028	.390	2.636
Girls	90	3.833	.283			

In this table, the critical ratio of 2.636 is significant. It would seem that in the intermediate grades girls read more books of mystery and adventure than do boys.

TABLE V

COMPARISON OF BOYS' AND GIRLS' CHOICES OF BOOKS
OF MYTHOLOGY, FABLE, AND FAIRY TALES

	No.	Mean	Standard Error of Mean	Diff. of Mean	Standard Error of Mean	Critical Ratio	
Boys	77	.416	.111		.951	.206	4.617
Girls	90	1.367	.174				

In this table, the critical ratio of 4.617 is significant. It would seem that in the intermediate grades girls read more books of mythology, fable, and fairy tales than do boys.

the other side of the road, and the two sides of the road were
joined by a bridge over the river. The bridge was made of wood and
was quite long. The road was very narrow and there was only
one lane. There were trees on both sides of the road and the
bridge was surrounded by trees.

TABLE VI
 COMPARISON OF BOYS' AND GIRLS' CHOICES
 OF ANIMAL STORIES

	No.	Mean	Standard Error of Mean	Diff. of Mean	Standard Error of Diff.	Critical Ratio
Boys	77	.779	.154	.099	.228	.434
Girls	90	.878	.168			

In this table, the critical ratio of .434 is not significant. It would seem that boys and girls in the intermediate grades read approximately the same number of animal stories.

TABLE VII
COMPARISON OF BOYS' AND GIRLS' CHOICES OF BOOKS
OF HISTORY AND TRAVEL - OTHER LANDS AND PEOPLE.

	No.	Mean	Standard Error of Mean	Diff. of Mean	Standard Error of Diff.	Critical Ratio
Boys	77	.286	.108	.003	.141	.021
Girls	90	.289	.091			

In this table, the critical ratio of .021 is not significant. It would seem that boys and girls in the intermediate grades read approximately the same number of books of history and travel.

1978-09-20

Wetland area - 100% water - 100% vegetation
- 100% soil - 100% water - 100% vegetation -

Wetland area - 100% water - 100% vegetation
- 100% soil - 100% water - 100% vegetation -
100% soil - 100% water - 100% vegetation -

Wetland area - 100% water - 100% vegetation
- 100% soil - 100% water - 100% vegetation -
100% soil - 100% water - 100% vegetation -
100% soil - 100% water - 100% vegetation -

TABLE VIII

COMPARISON OF BOYS' AND GIRLS' CHOICES OF BOOKS
OF BIOGRAPHY AND AUTOBIOGRAPHY

	No.	Mean	Standard Error of Mean	Diff. of Mean	Standard Error of Mean	Diff.	Critical Ratio
Boys	77	.468	.121		.257	.138	1.862
Girls	90	.211	.067				

In this table, the critical ratio of 1.862 is not significant. It would seem that boys and girls in the intermediate grades read approximately the same number of books of biography and autobiography.

TABLE IX

COMPARISON OF BOYS' AND GIRLS' CHOICES OF BOOKS
OF SCIENCE AND MECHANICS

No.	Mean	Standard Error of Mean	Diff. of Mean	Standard Error of Diff.	Critical Ratio
Boys	77	.247	.091	.247	.091
Girls	90	0	0		2.714

In this table, the critical ratio of 2.714 is significant. It would seem that in the intermediate grades boys read more books of science and mechanics than do girls.

and the other two were
in the same condition.

On the 1st of May I
arrived at the village of

Yankee Hill, where I
had been told there was

a large colony of bats.
I found them all dead
and decomposed, lying on

TABLE X

COMPARISON OF BOYS' AND GIRLS' CHOICES OF BOOKS OF
SPORTS AND HOBBIES

	No.	Mean	Standard Error of Mean	Diff. of Mean	Standard Error of Diff.	Critical Ratio
Boys	77	.442	.120	.375	.127	2.953
Girls	90	.067	.041			

In this table, the critical ratio of 2.953 is significant. It would seem that in the intermediate grades boys read more books of sports and hobbies than do girls.

TABLE XI
 COMPARISON OF BOYS' AND GIRLS' CHOICES OF BOOKS
 OF POETRY, MUSIC, FINE ARTS

	No.	Mean	Standard Error of Mean	Diff. of Mean	Standard Error of Diff.	Critical Ratio
Boys	77	.013	.013	.065	.038	1.711
Girls	90	.078	.036			

In this table, the critical ratio of 1.711 is not significant. It would seem that boys and girls in the intermediate grades read approximately the same number of books of poetry, music, and fine arts.

18. 1900

about 10 miles west of town, containing
the same material as

Locality	Geological Period	Age	Age	Geological Period	Age
Locality A	Upper Cretaceous	100	100	Upper Cretaceous	100
Locality B	Upper Cretaceous	100	100	Upper Cretaceous	100
Locality C	Upper Cretaceous	100	100	Upper Cretaceous	100

Locality A - This locality contains well-drained drift soil
which has the same characteristics as Locality B - It contains
wood, charcoal, bone, and other materials which indicate
that it is a glacial deposit.

To summarize the data from the eight preceding tables, it would seem that in the following categories boys in the intermediate grades read more books than girls:

1. Science and Mechanics
2. Sports and Hobbies

It would seem that in the following categories girls in the intermediate grades read more books than boys:

1. Mystery and Adventure
2. Mythology, Fable, and Fairy Tales

In the following categories it would seem that there is no significant difference between the number of books read by boys in the intermediate grades and the number read by girls:

1. Animal Stories
2. History and Travel - Other Lands and People
3. Biography and Autobiography
4. Poetry, Music, Fine Arts

and would be well worth the effort.
The author has done a good job of presenting
the material in a clear and interesting way.

It is a well-written book.

I highly recommend it.

The book is well-written and informative. It
provides a good introduction to the field of
information systems and their impact on business.
The author's writing style is clear and engaging.

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CHOICES ACCORDING TO CHRONOLOGICAL AGE

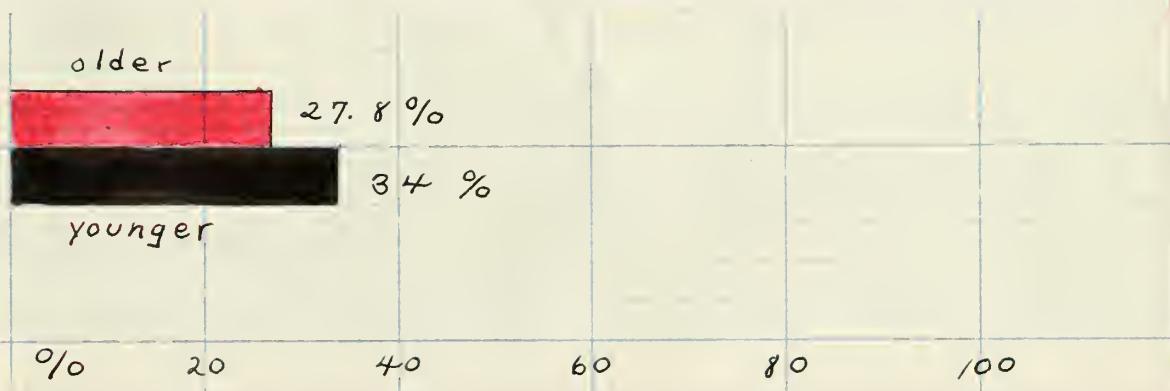
In order to determine the effect of chronological age on the type of book selected, the choices of the fifty oldest children were compared with the choices of the fifty youngest children. The chronological ages of the fifty oldest children ranged from 11 years, 2 months to 12 years, 4 months. The chronological ages of the fifty youngest children ranged from 9 years, 1 month to 10 years, 0 months.

The following eight graphs show the per cent of the total number of books of each category read by the fifty oldest pupils in this survey, and the per cent of the total number of books in the same category read by the fifty youngest pupils in this survey.

Consequently, the first step in the analysis of the data is to determine the relationship between the variables. This can be done by examining the correlation matrix, which shows the correlation coefficients between all pairs of variables. The correlation matrix for the data in Table 1 is shown below:

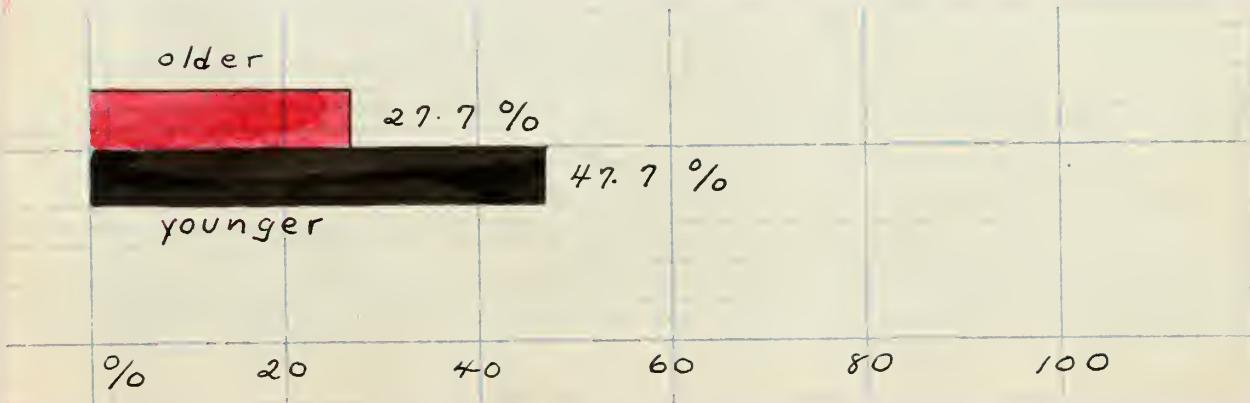
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000
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GRAPH A PER CENTS OF BOOKS OF MYSTERY AND ADVENTURE
READ BY OLDEST AND YOUNGEST



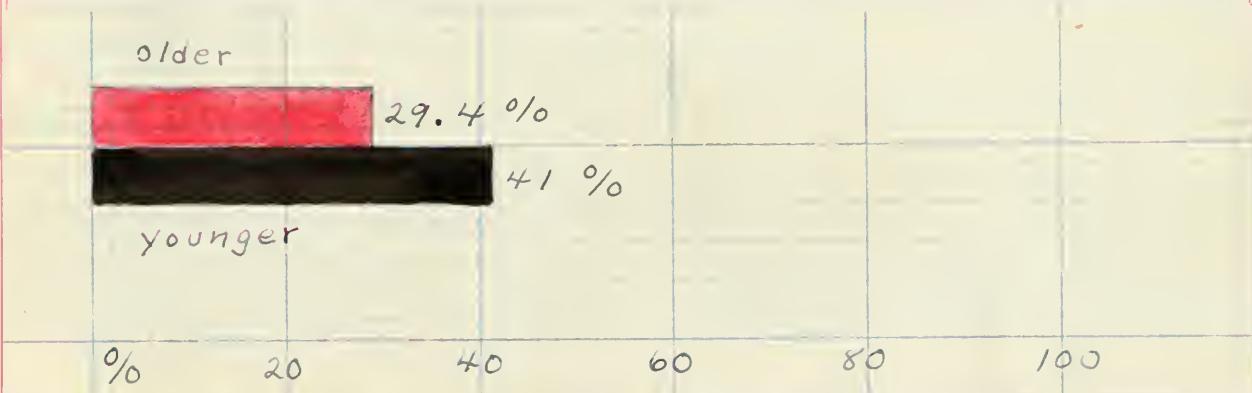
From Graph A it would seem that older pupils read about the same number of books of mystery and adventure as do younger pupils.

GRAPH B PER CENTS OF BOOKS OF MYTHOLOGY, FABLE, AND
FAIRY TALES READ BY OLDEST AND YOUNGEST



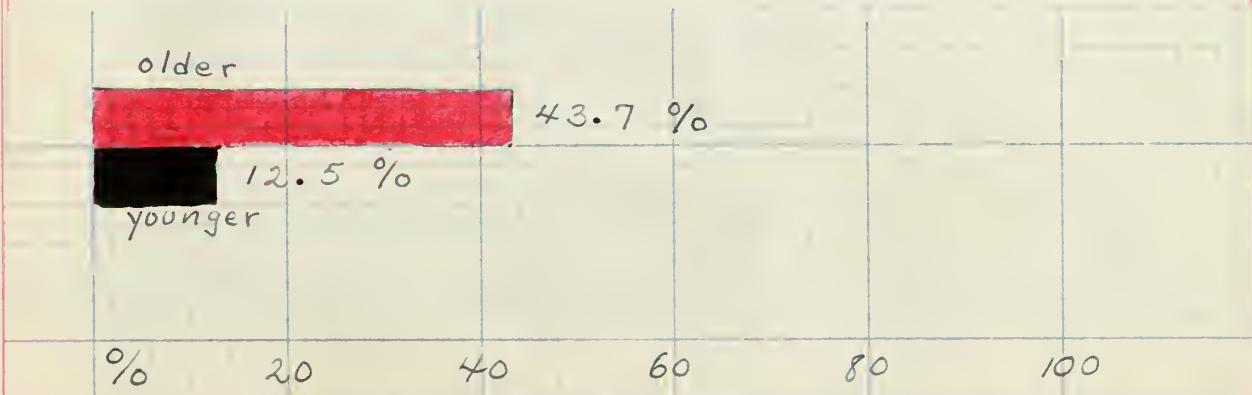
From Graph B it would seem that younger pupils read more books of mythology, fable, and fairy tales than do older pupils.

GRAPH C PER CENTS OF BOOKS OF ANIMAL STORIES
READ BY OLDEST AND YOUNGEST



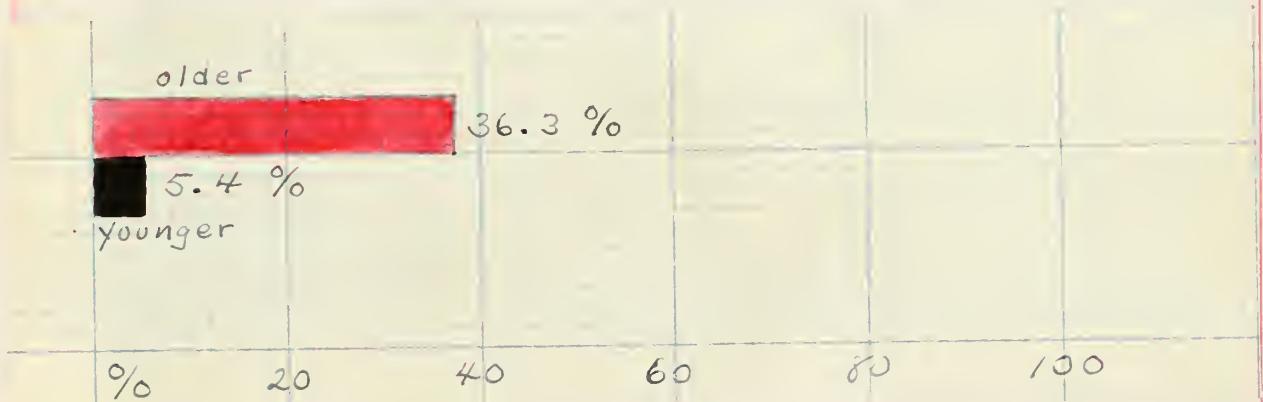
From Graph C it would seem that younger pupils read about the same number of animal stories as do older pupils.

GRAPH D PER CENTS OF BOOKS OF HISTORY AND TRAVEL
READ BY OLDEST AND YOUNGEST



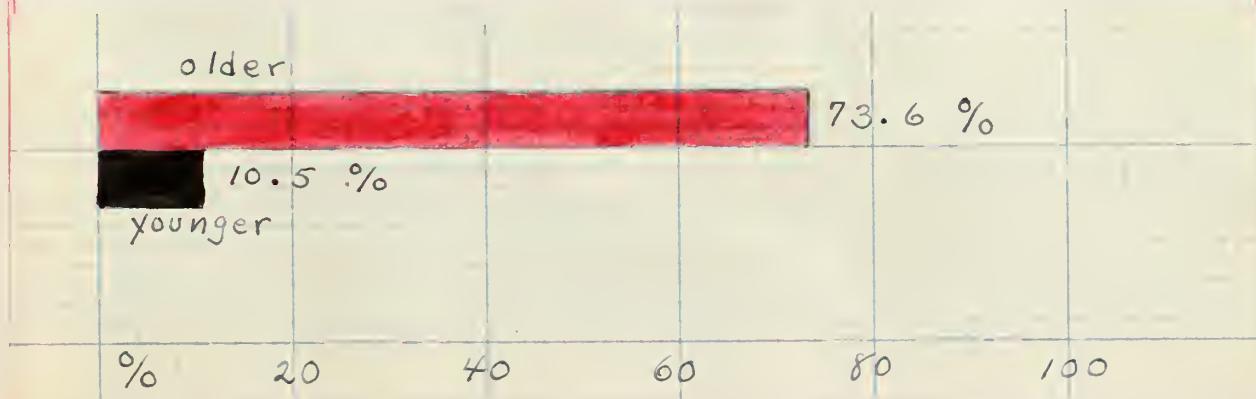
From Graph D it would seem that older pupils read more books of history and travel than do younger pupils.

GRAPH E PER CENTS OF BOOKS OF BIOGRAPHY AND AUTOBIOGRAPHY READ BY OLDEST AND YOUNGEST



Graph E indicates that older pupils read many more books of biography and autobiography than do younger pupils.

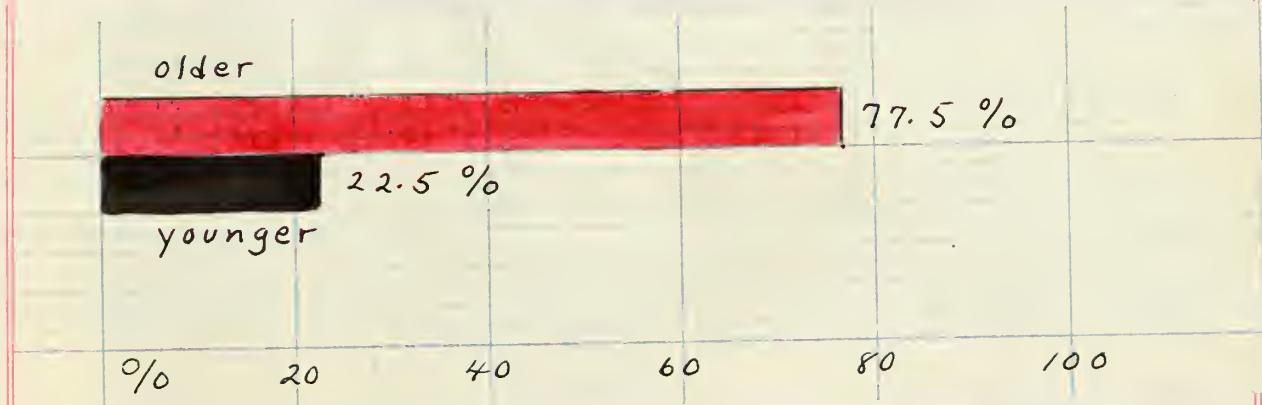
GRAPH F PER CENTS OF BOOKS OF SCIENCE AND MECHANICS READ BY OLDEST AND YOUNGEST



Graph F indicates that older pupils read many more books of science and mechanics than do younger pupils.

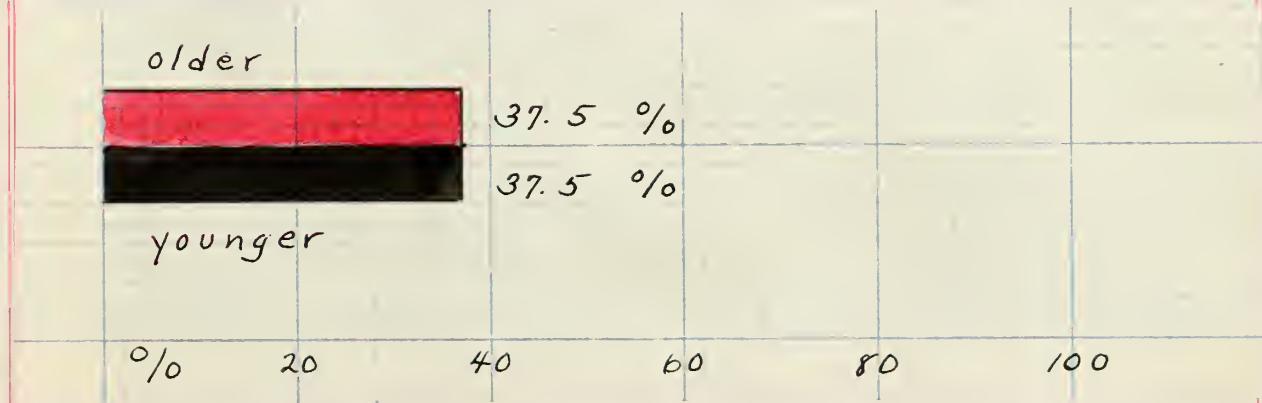
the question of the nature of the
various forms of life, and the
question of the origin of life.
The first question is the more
difficult, because it is not
possible to observe living
things under the microscope,
and therefore it is difficult
to determine exactly what
they are. The second question
is also difficult, because it is
not possible to observe dead
things under the microscope,
and therefore it is difficult
to determine exactly what
they were.

GRAPH G PER CENTS OF BOOKS OF SPORTS AND HOBBIES
READ BY OLDEST AND YOUNGEST

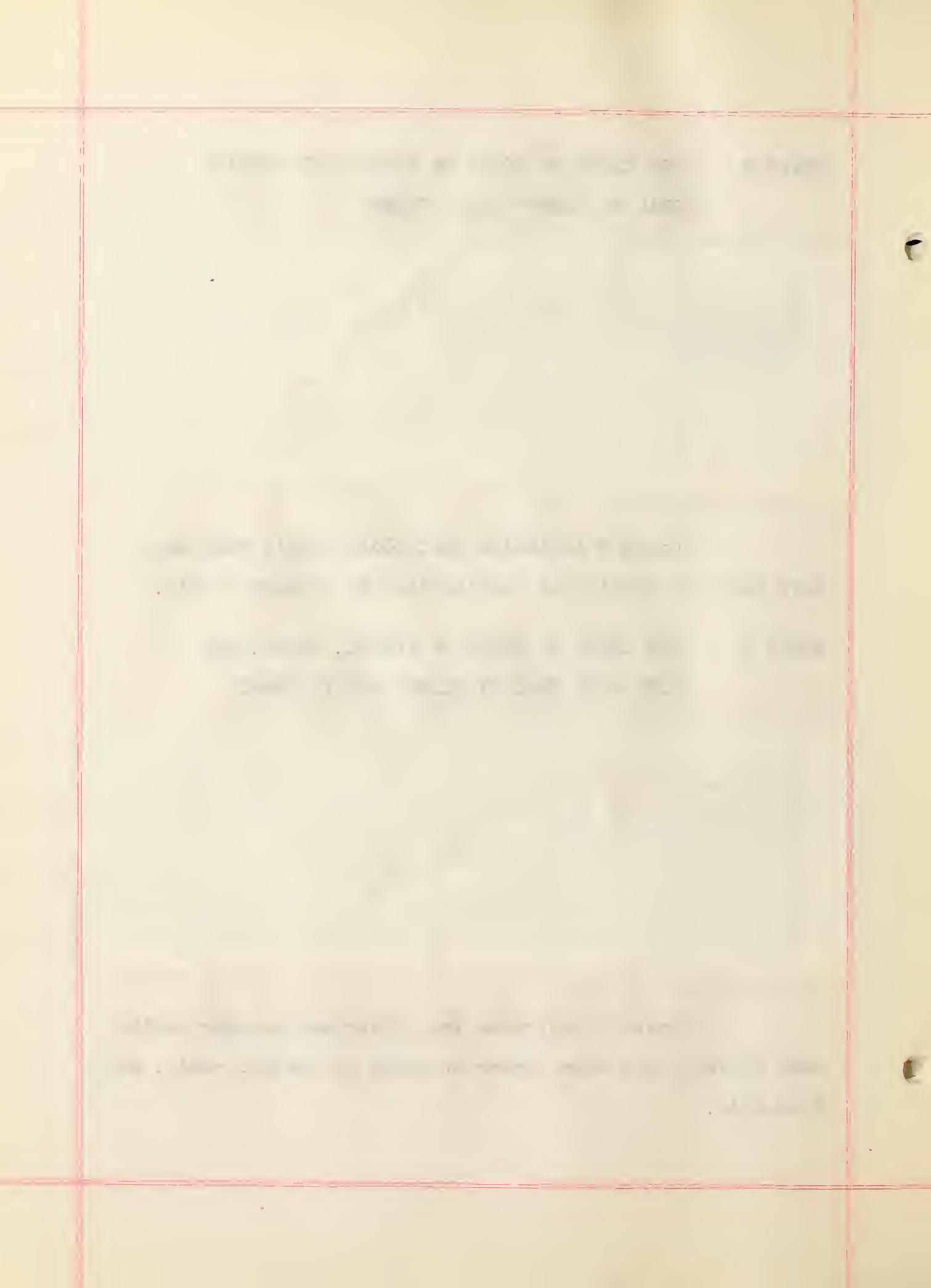


Graph G indicates that older pupils read many more books of sports and hobbies than do younger pupils.

GRAPH H PER CENTS OF BOOKS OF POETRY, MUSIC, AND
FINE ARTS READ BY OLDEST AND YOUNGEST



Graph H indicates that older and younger pupils read close to the same number of books of poetry, music, and fine arts.



CHOICES ACCORDING TO MENTAL AGE

To determine the effect of mental age on the type of book selected, the choices of the fifty children with the highest mental ages were compared with the choices of the fifty children with the lowest mental ages. The fifty highest mental ages ranged from 12 years, 4 months to 15 years, 2 months. The fifty lowest mental ages ranged from 9 years, one month to 10 years, 3 months.

The table on the following page shows the per cent of the books of each category selected by the 50 children with the highest mental ages, and the per cent of the books of each category selected by the 50 children with the lowest mental ages.

large differences between the two models. The difference in the total precipitation between the two models is relatively small, and the difference in the precipitation between the two models is very large because one model has a much larger precipitation than the other. The precipitation difference between the two models is about 10%.

4. Summary and conclusions

The main purpose of this paper was to compare the two models with observations over the last century. The results show that both models have similar characteristics in terms of the mean annual precipitation and the seasonal variation of precipitation. The results also show that the two models have similar characteristics in terms of the mean annual temperature and the seasonal variation of temperature.

TABLE XII
PER CENTS OF CHOICES OF UPPER AND
LOWER MENTAL AGE GROUPS

	50 Highest mental ages	50 Lowest mental ages
1. Mystery and Adventure	26.5%	29.8%
2. Mythology, Fable, and Fairy Tales	30.9%	50.9%
3. Animal Stories	30.2%	52.5%
4. History and Travel - Other Lands and People	56.2%	18.7%
5. Biography and Autobiography	58.1%	20%
6. Science and Mechanics	63.2%	1.5%
7. Sports and Hobbies	77.5%	5%
8. Poetry, Music, Fine Arts	25%	37.5%

From Table XII it appears that:

1. Children of the highest and lowest mental ages in the intermediate grades read about the same number of books of mystery and adventure.
2. Children of the lowest mental ages in these grades seem to read more books of mythology, fable, and fairy tales than do children of the highest mental ages.
3. Children of the lowest mental ages in these grades seem to read more animal stories than do children of the highest mental ages.
4. Children of the highest mental ages seem to read more books of history and travel than do children of the lowest mental ages.
5. Children of the highest mental ages seem to read more books of biography and autobiography than do children of the lowest mental ages.
6. Children of the highest mental ages seem to read many more books of science and mechanics than do children of the lowest mental ages.
7. Children of the highest mental ages seem to read more books of sports and hobbies than do children with the lowest mental ages.
8. Children of both the highest and lowest mental age groups seem to read about the same number of books of poetry, music, and fine arts.

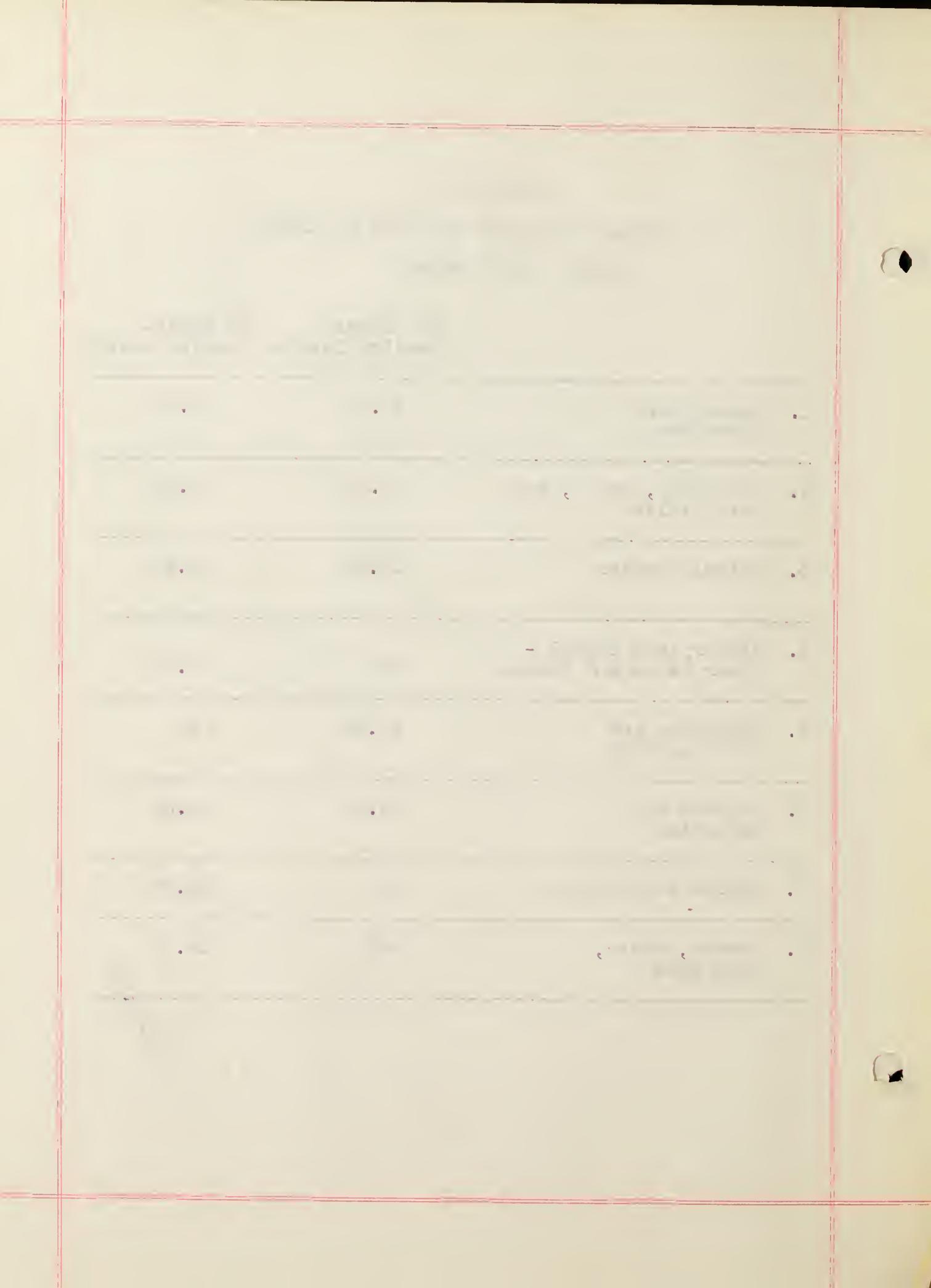
CHOICES ACCORDING TO READING LEVEL

To determine the effect of reading level on the type of book selected, the choices of the fifty children with the highest reading level were compared with the choices of the fifty children with the lowest reading level. The reading levels of the fifty highest children ranged from grade 7, 2 months to grade 9, 8 months. The reading levels of the fifty lowest children ranged from grade 3, 2 months to grade 5, 4 months.

The table on the following page shows the per cent of the books of each category selected by the 50 children with the highest reading levels, and the per cent of the books of each category selected by the 50 children with the lowest reading levels.

TABLE XIII
PER CENTS OF CHOICES OF UPPER AND LOWER
READING LEVEL GROUPS

	50 Highest Reading Levels	50 Lowest Reading Levels
1. Mystery and Adventure	30.4%	32.6%
2. Mythology, Fable, and Fairy Tales	31.6%	44.5%
3. Animal Stories	28.7%	35.2%
4. History and Travel - Other Lands and People	52%	8.2%
5. Biography and Autobiography	34.5%	9%
6. Science and Mechanics	68.4%	10.5%
7. Sports and Hobbies	65%	22.5%
8. Poetry, Music, Fine Arts	50%	12.5%



From Table XIII it appears that:

1. Children of the highest and lowest reading levels in the intermediate grades read about the same number of books of mystery and adventure.
2. Children of the highest and lowest reading levels in these grades read about the same number of books of mythology, fable, and fairy tales.
3. Children of the highest and lowest reading levels in these grades read about the same number of animal stories.
4. Children of the highest reading levels in these grades seem to read more books of history and travel than do children of the lowest reading levels.
5. Children of the highest reading levels seem to read more books of biography and autobiography than do children of the lowest reading levels.
6. Children of the highest reading levels seem to read more books of science and mechanics than do children of the lowest reading levels.
7. Children of the highest reading levels seem to read more books of sports and hobbies than do children of the lowest reading levels.
8. Children of the highest reading levels seem to read more books of poetry, music, and fine arts than do children of the lowest reading levels.

Chairman of the Board of Directors and the president of

the company's executive committee, and a

shareholder. She joined the board of the firm

in 1990 and became very involved over the years.

The board of directors and executive committee consist

of the CEO, Lawrence Kelly, Chairman,

President and Chief Executive Officer, and the

Executive Vice President and Chief Financial Officer, and

the other members of the executive committee.

Lawrence Kelly has been the CEO since 1990 and

is also the chairman of the board and the president of the

executive committee. He is also the

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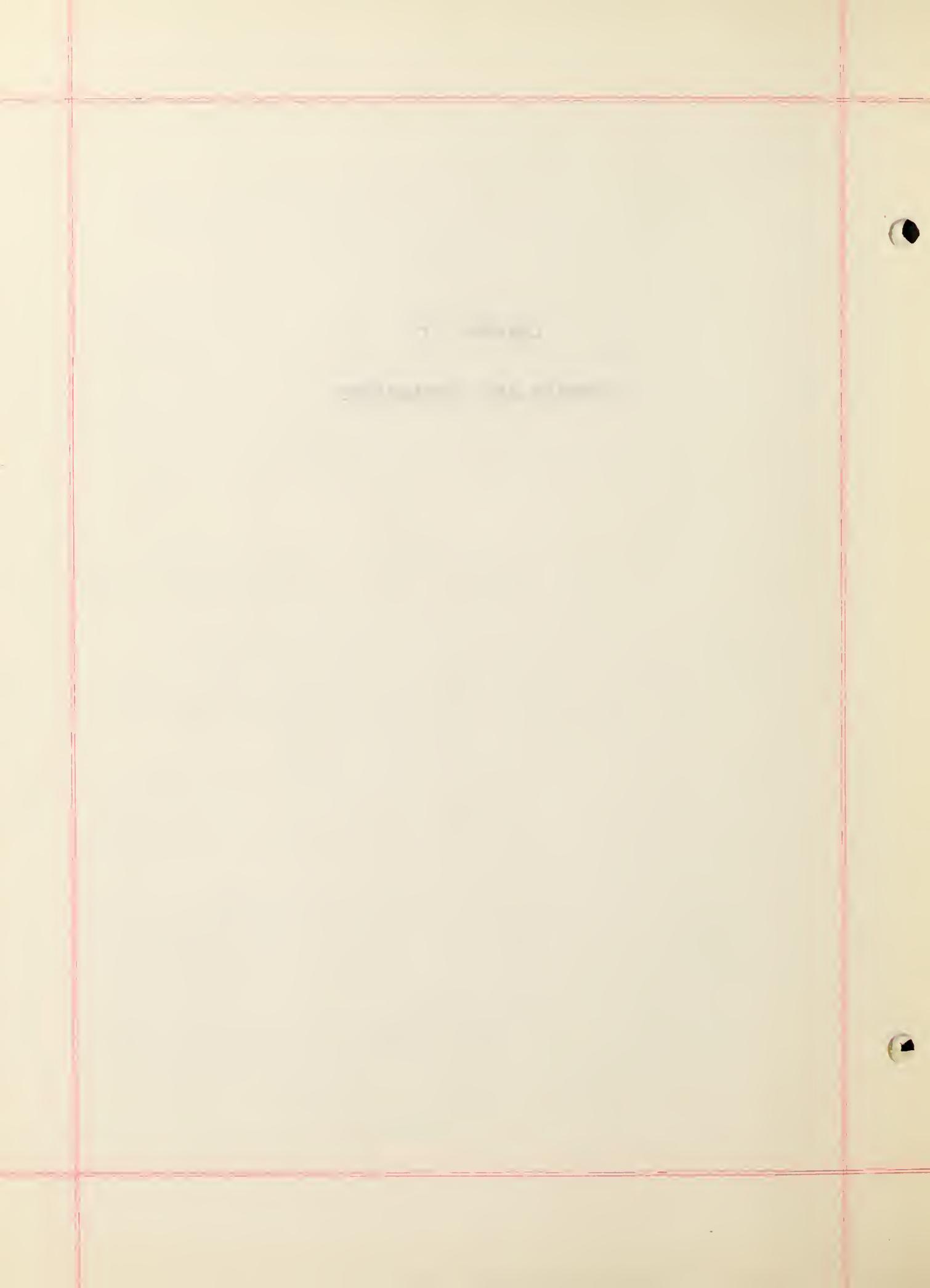
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and the chief financial officer of the executive committee.

CHAPTER IV

SUMMARY AND CONCLUSIONS



CHAPTER IV

SUMMARY AND CONCLUSIONS

This survey of the library choices of intermediate grade pupils was made with the purpose of finding answers to the following questions:

1. What types of library books are chosen most frequently by boys and girls in grades four, five, and six?
2. What is the influence of sex on the type of book selected?
3. How does chronological age affect the type of book selected?
4. What is the influence of mental age on the type of book selected?
5. What is the influence of reading level on the type of book selected?

For a period of six consecutive weeks, the investigator tabulated all the books chosen from a public library by 167 pupils in Grades four, five, and six in an elementary school. This pupil population of 77 boys and 90 girls came from an area of upper economic level. Their chronological ages ranged from 9 years, 1 month to 12 years, 4 months. Their mental ages, from Kuhlman-Anderson Tests, ranged from 9 years, 1 month to 15 years, 2 months. Their reading levels, from

the following
information will apply

Information on the last two points and the general point
on general grants for persons, particularly the elderly, may
be found in Chapter 1.

One of the most important
factors in determining grants is the age of the
individual. This is true of all forms of financial
assistance.

The first rule of thumb is that the older
the individual, the greater the grant.
This applies to both general grants and grants
to specific families and communities such as
those for old people, the disabled, the blind,
and children.

There is also a general rule that
the younger the individual, the smaller the grant.
This applies to both general grants and grants
to specific families and communities such as
those for old people, the disabled, the blind,
and children.

General grants, known as grants-in-aid, are given by
central government, provincial government and the local government.
Grants-in-aid are used for general purposes such as education, health care, social services, etc.
Local governments are responsible for the administration of these grants, and they have the
power to determine how they are used. These grants may be used for welfare, health care, social services, etc.
Local governments are responsible for the administration of these grants, and they have the
power to determine how they are used. These grants may be used for welfare, health care, social services, etc.

Stanford Achievement Tests, ranged from grade 3, 2 months to grade 9, 8 months.

From the data obtained the following conclusions and observations were drawn:

1. More than fifty per cent of the total number of books selected were stories of mystery and adventure.
2. Stories of animals together with mythology, fables, and fairy tales constituted about thirty per cent of the total number selected.
3. The sum of the books in the following categories constituted sixteen per cent of the total number:
 - A. Biography and Autobiography
 - B. History and Travel
 - C. Sports and Hobbies
 - D. Science and Mechanics
 - E. Poetry, Music, Fine Arts
4. Boys selected more books of science, mechanics, sports, and hobbies than did girls.
5. Girls selected more books of mystery, adventure, mythology, fable, and fairy tales than did boys.
6. In the following categories there was no significant difference between the number of books selected by boys and the number selected by girls:

- A. Animal stories
- B. History and travel
- C. Biography and autobiography
- D. Poetry, music, fine arts

7. When choices were compared according to chronological ages it appeared that there was little difference between the numbers of books of mystery, adventure, animal stories and poetry selected by the older and younger children.

8. In the following categories the older children appeared to select more books than the younger children:

- A. History and travel
- B. Biography and autobiography
- C. Science and mechanics
- D. Sports and hobbies

9. The younger children appeared to select more books of mythology, fable and fairy tales than did the older children.

10. When choices were compared according to mental ages it appeared that there was little difference between the numbers of books of mystery, adventure and poetry selected by the upper and lower mental age groups.

11. Children of the upper mental age groups appeared to select more books of history and travel,

biography and autobiography, science and mechanics, and sports and hobbies than did children in the lower mental age group.

12. Children in the lower mental age group appeared to select more books of mythology, fable, fairy tales and animal stories than did children in the upper mental age group.
13. When choices were compared according to reading levels it appeared that there was little difference between the numbers of books of mystery, adventure, mythology, fable, fairy tales and animal stories selected by the upper and lower reading levels.
14. Children in the upper reading level appeared to select more books of history and travel, biography and autobiography, science and mechanics, sports and hobbies, and poetry than did children in the lower reading level.

the first time in the history of the world, the
whole of the population of the globe, or even
of any one country, have been brought together
in one place, and that is the result of the
development of the means of communication.
The progress of science has increased the
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SUGGESTED FURTHER STUDY

1. Make a study of the relative reading difficulty of children's books of history, travel, biography, autobiography, science, mechanics, sports, and hobbies to determine why children who are poor readers do not frequently select books of these types.
2. Conduct a similar survey in an area of lower economic level to compare the findings with those of this survey.
3. Investigate the actual amount of reading of library books as compared to the number of books children take home from a library.
4. Develop and test methods of increasing pupil reading of library books.

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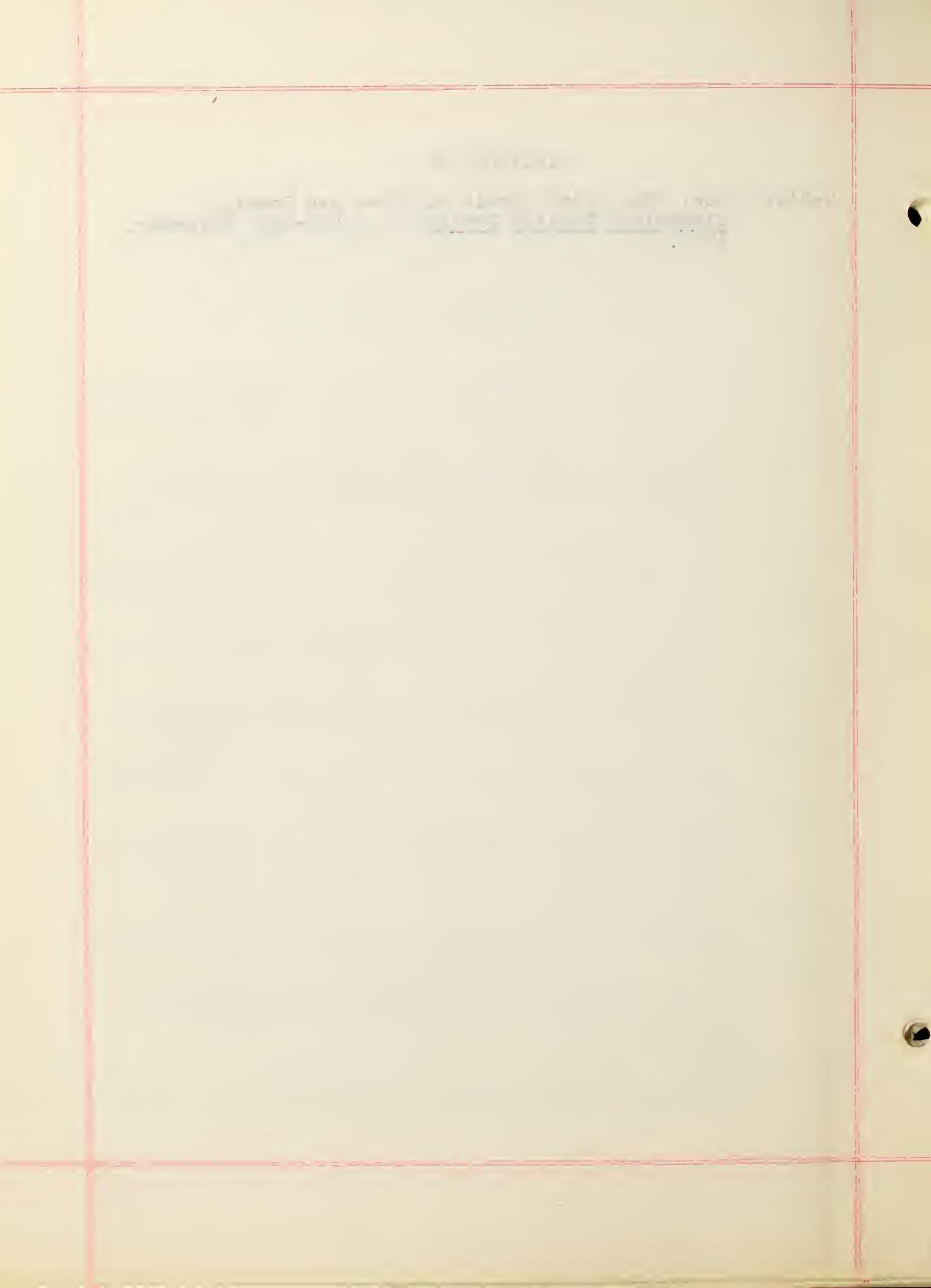
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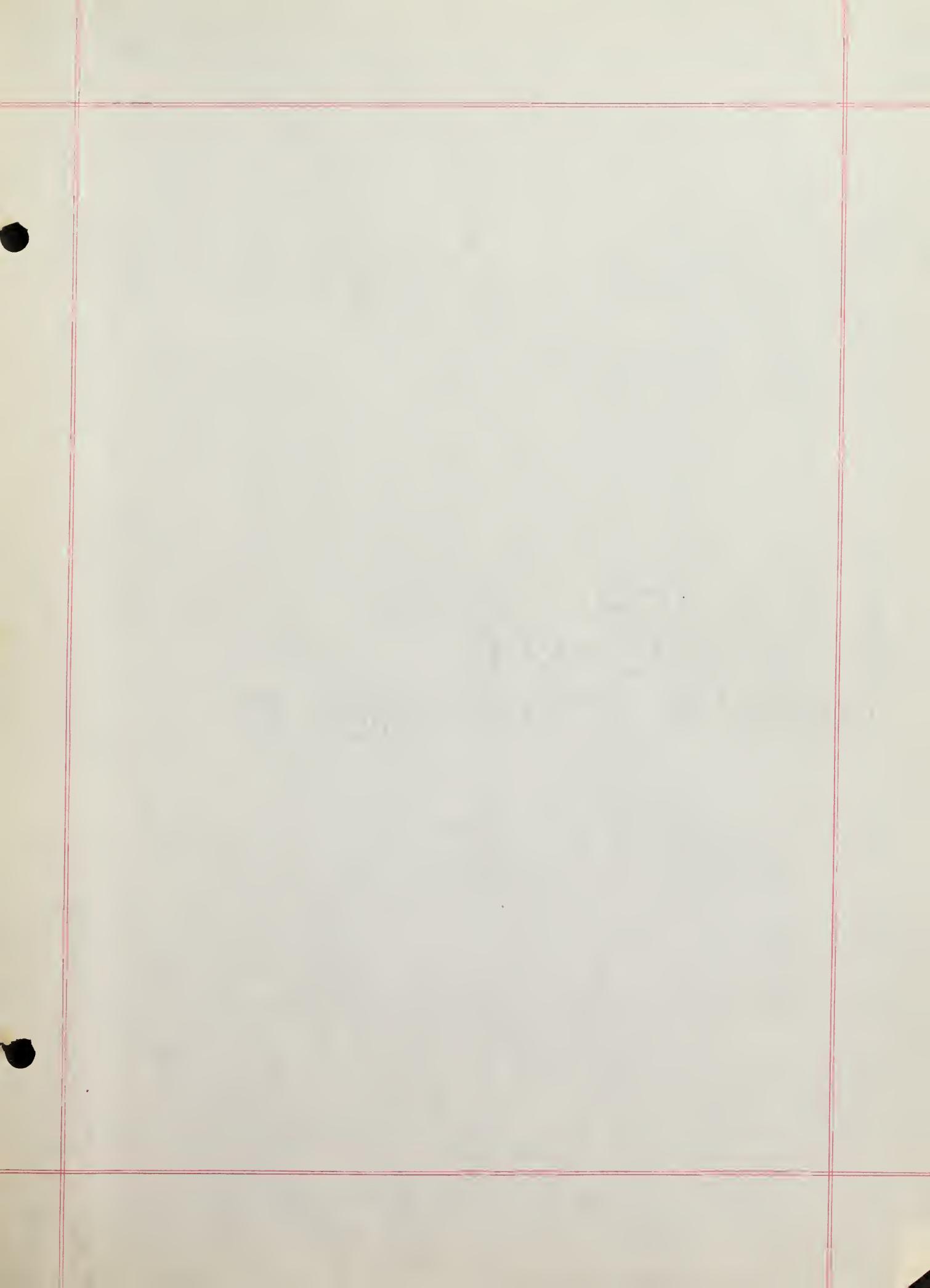
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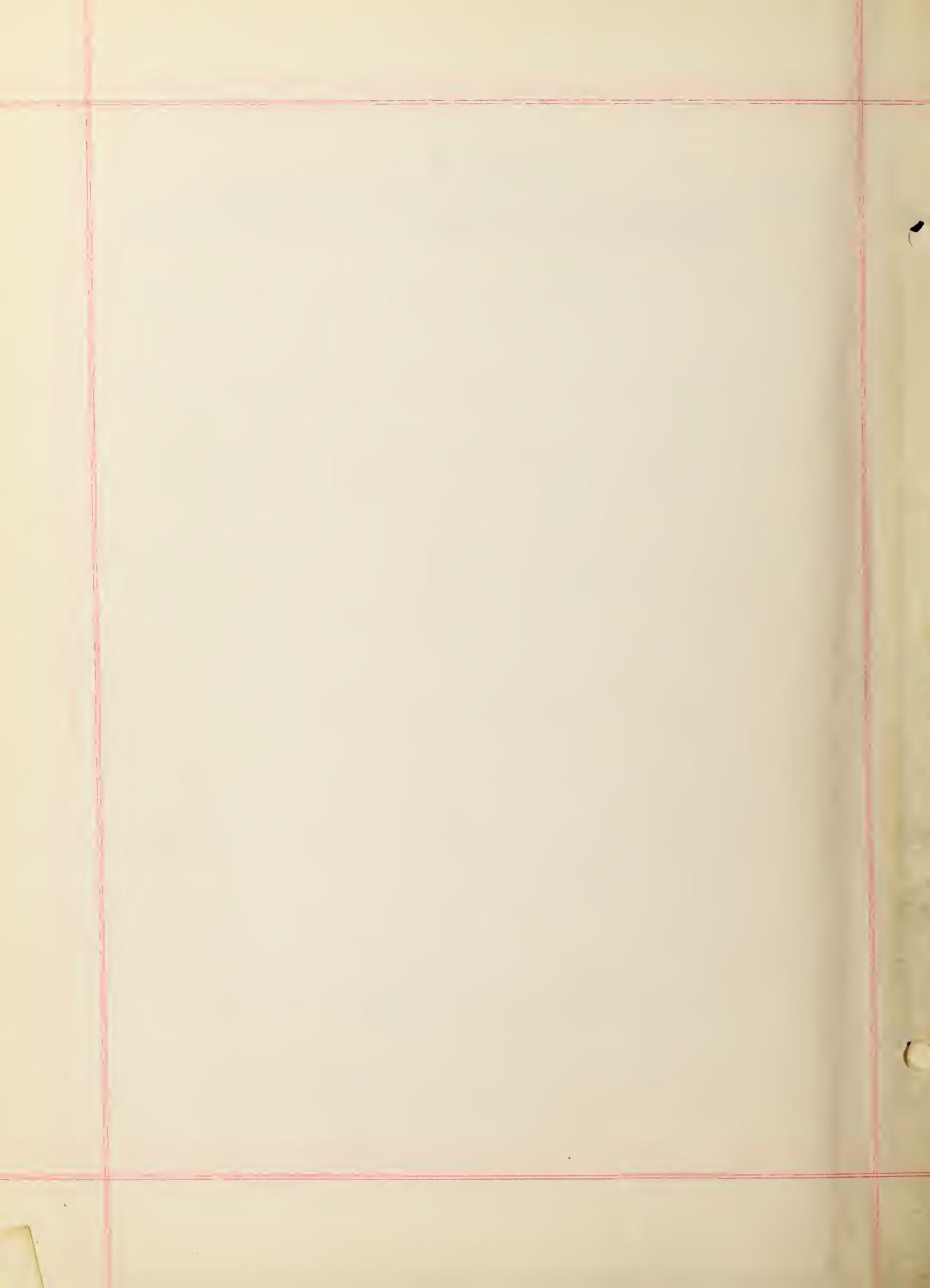
the first time I have ever seen a man who had been so
badly beaten up. He was lying on his back on the floor
of the room, and he was covered with blood. He was
conscious, however, and he was able to tell us what had
happened. He said that he had been walking home
from work when he was attacked by a group of men.
He was hit several times in the head and face, and
he lost consciousness. When he came to, he was
in a hospital bed, and he was still bleeding from
his injuries. He was taken to the hospital, and he
was treated for his injuries. He was released from
the hospital after a few days, and he has since
been recovering at home. He is still in pain, but
he is improving. He is grateful to us for helping him
out of this difficult situation.

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